

Answer Book

READING

Level

FI

KUMON  N[®]

Table of Contents		
Number	Title	SCT*
1 ~ 10	Referring Words 1	3 ~ 5
11 ~ 20	Referring Words 2	3 ~ 5
21 ~ 30	Referring Words 3	3 ~ 5
31 ~ 40	Referring Words 4	3 ~ 5
41 ~ 50	Interpreting Text 1	3 ~ 5
51 ~ 60	Interpreting Text 2	3 ~ 5
61 ~ 70	Interpreting Text 3	3 ~ 5
71 ~ 80	Interpreting Text 4	3 ~ 5
81 ~ 90	Interpreting Text 5	3 ~ 5
91 ~ 100	Interpreting Text 6	3 ~ 5
101 ~ 110	Interpreting Text 7	3 ~ 5
111 ~ 120	Story 1	3 ~ 5
121 ~ 130	Responding to Questions 1	3 ~ 5
131 ~ 140	Responding to Questions 2	3 ~ 5
141 ~ 150	Responding to Questions 3	3 ~ 5
151 ~ 160	Responding to Questions 4	3 ~ 5
161 ~ 170	Responding to Questions 5	3 ~ 5
171 ~ 180	Vocabulary Review 1	3 ~ 5
181 ~ 190	Vocabulary Review 2	3 ~ 5
191 ~ 200	Story 2	3 ~ 5

*SCT = Standard Completion Time

1	2
<div><div>I</div><div><div>1) terrain</div><div>2) oases</div><div>3) bandits</div><div>4) merchants</div><div>5) caravans</div><div>6) lucrative</div></div></div> <div><div>II</div><div><div>1) larva</div><div>2) yarn</div><div>3) loom</div><div>4) embroidery</div><div>5) secrecy</div><div>6) smuggled</div></div></div>	<div><div>I</div><div><div>1) newly hatched silkworms</div><div>2) an elaborate protective casing</div></div></div> <div><div>II</div><div><div>1) ① spectacular escape</div><div>② the cocoon</div><div>2) ① The larvae</div><div>② the protective casings</div><div>3) the individual fibers obtained by unraveling</div></div></div>
3	4
<div><div>I</div><div><div>1) cocoons were made of silk thread</div><div>2) ① eating the leaves</div><div>② the mulberry trees</div><div>3) ① accidentally dropping a cocoon</div><div>② some hot tea</div></div></div> <div><div>II</div><div><div>1) how to raise silkworms</div><div>2) caring for silkworms, spinning, weaving</div><div>3) how to make silk</div></div></div>	<div><div>I</div><div><div>1) ① network</div><div>② Silk Road</div><div>2) ① risks</div><div>② embarked on a trading expedition</div><div>3) the next oasis town (along the route)</div></div></div> <div><div>II</div><div><div>1) ① main branch</div><div>② Silk Road</div><div>2) ① commercial centers</div><div>② the western end of the Silk Road</div><div>3) oasis towns along the routes</div></div></div>

5	6
<div>I</div> <div><div>1) able to survive for long periods of time without water</div><div>2) attack from bandits</div><div>3) ① silk ② carved jade</div></div> <div>II</div> <div><div>1) nearly 3,000 years</div><div>2) paper money</div><div>3) ① silkworm ② (finally) smuggled to Constantinople</div></div>	<div>I</div> <div><div>1) embroider</div><div>2) embroidery</div><div>3) talk</div><div>4) play</div><div>5) write</div></div> <div>II (SAMPLE ANSWERS)</div> <div><div>1) she embroidered some flowers onto it she asked her mother to embroider it</div><div>2) people had to smuggle them out of the country</div></div>
7	8
<div>I</div> <div><div>1) merchant</div><div>2) merchandise</div><div>3) terrain</div><div>4) extraterrestrial</div></div> <div>II (SAMPLE ANSWERS)</div> <div><div>1) the Chinese silk makers were very secretive about how silk was made the Chinese were so secretive about how to make silk</div><div>2) they were sold by merchants in bazaars merchants would sell them in bazaars in Damascus and Baghdad</div><div>3) they could cope with the difficult terrain of the rough terrain</div></div>	<div>I</div> <div><div>1) ① holes ② leaves of his mulberry trees</div><div>2) palace garden</div></div> <div>II</div> <div><div>1) ① (single, delicate) fiber ② softened in the hot liquid</div><div>2) ① use ② filtered down to other classes of society</div></div>

9	10
<div>I</div> <div><div>1) using silk as a form of currency</div><div>2) ① the Middle East</div><div>② to realize that there was money to be made in trading silk</div></div> <div>II</div> <div><div>1) some of the most inhospitable terrains in the world</div><div>2) together in long caravans of camels</div></div>	<div>I</div> <div><div>1) elaborately carved jade medicinal herbs</div><div>2) (many) ideas, philosophies and religions</div></div> <div>II</div> <div><div>1) the silk makers of Khotan were as secretive as those in China</div><div>2) ① monks</div><div>② silkworm eggs</div><div>③ hollow bamboo canes</div></div>
11	12
<div>I</div> <div><div>1) generated</div><div>2) particles</div><div>3) charge</div><div>4) circuit</div><div>5) static</div><div>6) react</div></div> <div>II</div> <div><div>1) devices</div><div>2) calculate</div><div>3) magnetic</div><div>4) boost</div><div>5) breakthroughs</div><div>6) boom</div></div>	<div>I</div> <div><div>1) ① electronic</div><div>② revolutionized communication</div><div>2) accidents involving electricity</div><div>3) ① fossil fuels</div><div>② coal, natural gas and oil</div></div> <div>II</div> <div><div>1) turning water into steam to move giant turbines</div><div>2) other ways to generate electricity</div><div>3) alternative sources of electricity</div></div>

13	14
<div>I</div> <div><div>1) ① a resin</div><div>② amber</div><div>③ fur</div></div> <div>2) ① the attraction</div> <div>② the amber and the lightweight objects</div> <div>3) other objects could be made “electric”</div> <div>II</div> <div><div>1) (famous) kite and key experiment</div><div>2) a metal key tied to the string of a kite</div><div>3) lightning was electricity</div></div>	<div>I</div> <div><div>1) a knife across a dead frog and the metal tray</div><div>2) frogs’ bodies must contain some sort of electric fluid</div><div>3) the electricity came from the metal objects</div></div> <div>II</div> <div><div>1) a cloth soaked in acid</div><div>2) first electric battery</div><div>3) boom in portable and handheld devices</div></div>
15	16
<div>I</div> <div><div>1) a charge of electricity</div><div>2) Hans Christian Oersted’s</div><div>3) ① book</div><div>② passed to</div></div> <div>II</div> <div><div>1) ① a series of lectures</div><div>② a world-famous scientist</div><div>2) ① self-taught</div><div>② could not calculate difficult equations</div><div>3) contribution to the field of science</div></div>	<div>I</div> <div><div>1) generate</div><div>2) generator</div><div>3) charge</div><div>4) discharge</div><div>5) calculated</div><div>6) calculate</div></div> <div>II (SAMPLE ANSWERS)</div> <div><div>1) most use coal, oil or natural gas to generate electricity</div><div>most generate electricity by burning coal, oil or natural gas</div><div>2) Batteries store a charge of electricity</div><div>A battery’s electrical charge is stored</div><div>3) Computers can calculate difficult mathematical problems</div><div>Difficult math problems can be calculated by a computer much</div></div>

17	18
<div><div>I</div><div><div>1) magnetic</div><div>2) magnet</div><div>3) boom</div><div>4) booming</div><div>5) circulate</div><div>6) circuit</div></div></div> <div><div>II</div><div>(SAMPLE ANSWERS)</div><div><div>1) I used a magnet to pick them up I picked them up with a magnet</div><div>2) as long as the boom continues because of the boom in portable electronics</div><div>3) circulates through a radio passes through the circuits in a radio</div></div></div>	<div><div>I</div><div><div>1) the Earth was a magnet</div><div>2) ① electric ② circulating the Earth’s inner core</div></div></div> <div><div>II</div><div><div>1) <input type="checkbox"/></div><div><input checked="" type="checkbox"/></div><div><input type="checkbox"/></div></div></div>
19	20
<div><div>I</div><div><div>1) small amount of electricity traveling through our bodies</div><div>2) ① Electrical ② sent through the nerves in our body</div></div></div> <div><div>II</div><div><div>1) generating powerful electric shocks</div><div>2) it is almost blind</div></div></div>	<div><div>I</div><div><div>1) electricity</div><div>2) before electricity</div></div></div> <div><div>II</div><div><div>1) (The discovery of) current electricity</div><div>2) sales of consumer electronics</div></div></div>

21	22
<div>I</div> <div><div>1) sculpture</div><div>2) expressive</div><div>3) abstract</div><div>4) rearranged</div><div>5) elements</div><div>6) pose</div></div> <div>II</div> <div><div>1) pigment</div><div>2) originated</div><div>3) celebrated</div><div>4) sponsored</div><div>5) mural</div><div>6) accomplishments</div></div>	<div>I</div> <div><div>1) sculpture at the Medici School</div><div>2) had natural talent</div></div> <div>II</div> <div><div>1) ① Michelangelo’s statue of David</div><div>② tall</div><div>③ legs</div><div>2) moved to Rome</div></div>
23	24
<div>I</div> <div><div>1) ① phenomenal</div><div>② nine scenes</div><div>③ the Old Testament of the Bible</div><div>2) sculpting and painting</div></div> <div>II</div> <div><div>1) Chipping away the plaster and starting again from scratch</div><div>2) ① the final layout</div><div>② floor of the chapel</div><div>③ detailed sketches</div></div>	<div>I</div> <div><div>1) ① Michelangelo</div><div>② the Pope/Pope Julius II</div><div>2) disagreement with a pope</div></div> <div>II</div> <div><div>1) ① his clothes</div><div>② (his) boots</div><div>2) ① three</div><div>② self-portraits</div></div>

25	26
<div>I</div> <div>1) ① the expressive detail ② produced ③ incredible</div> <div>2) works</div> <div>II</div> <div>1) ① different kinds of ② Michelangelo experimented</div> <div>2) (Almost all of the) elements of the work</div>	<div>I</div> <div>1) abstract 2) abstraction 3) expressive 4) expression 5) accomplishment 6) accomplish</div> <div>II (SAMPLE ANSWERS)</div> <div>1) it was one of his greatest accomplishments</div> <div>2) While some artists like to paint abstract pictures Although some artists paint abstract pictures</div> <div>3) the expression on his face was totally different from the one he wore that morning he had a different expression on his face</div>
27	28
<div>I</div> <div>1) celebrated 2) celebrity 3) sculpture 4) sculpt 5) rearrange 6) arrangement</div> <div>II (SAMPLE ANSWERS)</div> <div>1) she rearranged them she rearranged them in alphabetical order</div> <div>2) I did/do not like this sculpture I did/do not understand this sculpture</div> <div>3) dreamed of becoming a celebrity became a celebrity by creating masterpieces</div>	<div>I</div> <div>1) forms of art 2) ① ancient Greeks ② (both) athletic and beautiful</div> <div>II</div> <div>1) during the Archaic period of Greek sculpture</div> <div>2) ① Parthenon ② portray the actual people of Athens of the time</div>

29	30
<div>I</div> <div><div>1) ① “Modern Art” ② deliberately broke with established traditions and practices</div><div>2) ① the Impressionists ② vibrant colors than earlier artists did</div></div> <div>II</div> <div><div>1) ① Vibrant colors (, such as yellow,) ② subtler colors</div><div>2) (famous) sunflower paintings</div></div>	<div>I</div> <div><div>1) ① Van Gogh ② Pablo Picasso</div><div>2) ① artists ② with Picasso’s work ③ abstract style</div></div> <div>II</div> <div><div>1) ① of the greatest works of art (in the world) ② belong to private collectors</div></div>
31	32
<div>I</div> <div><div>1) limestone</div><div>2) drainage</div><div>3) crevices</div><div>4) enlarges</div><div>5) subterranean</div><div>6) formations</div></div> <div>II</div> <div><div>1) caverns</div><div>2) sanctuary</div><div>3) penetrated</div><div>4) treacherous</div><div>5) fragile</div><div>6) conserve</div></div>	<div>I</div> <div><div>1) ① huge underground cavern ② a ceiling three hundred feet high</div><div>2) go where nobody has ever been before</div></div> <div>II</div> <div><div>1) ① Stalactites (Stalagmites) ② stalagmites (stalactites)</div><div>2) Slow-growing crystals</div></div>

33	34
<div>I</div> <div><div>1) made by water wearing away rock under the ground</div><div>2) ① water/rainwater</div><div>② away the rock to form caves</div></div> <div>II</div> <div><div>1) Tiny deposits of dissolved limestone</div><div>2) cave’s roof</div></div>	<div>I</div> <div><div>1) never leave the cave environment</div><div>2) without eyes</div></div> <div>II</div> <div><div>1) live in large cave colonies made up of many millions of bats</div><div>2) feed on insects</div></div>
35	36
<div>I</div> <div><div>1) ① cavers</div><div>② practice cave diving</div><div>2) cavers who have broken limbs in falls or lost their way and had to be rescued</div></div> <div>II</div> <div><div>1) disturbing hibernating bat colonies with lights and noise</div><div>2) ① Caving groups</div><div>② more actively protective of the delicate cave environment</div></div>	<div>I</div> <div><div>1) subterranean</div><div>2) submarine</div><div>3) enlarge</div><div>4) enact</div><div>5) cavern</div><div>6) cavernous</div></div> <div>II (SAMPLE ANSWERS)</div> <div><div>1) he drew a map detailing all of the subterranean passages</div><div>he walked through the subterranean passage into another cave</div><div>2) we tried to enlarge it</div><div>they enlarged it by chipping away at the rock</div><div>3) it was cavernous</div><div>it was cavernous and made her feel small</div></div>

37	38
<div>I</div> <div><div>1) fragile</div><div>2) fragility</div><div>3) conserve</div><div>4) conservation</div><div>5) treacherous</div><div>6) treachery</div></div> <div>II (SAMPLE ANSWERS)</div> <div><div>1) he had destroyed something so fragile</div><div>he knew better than to touch something so fragile</div><div>2) helps to conserve the caves</div><div>works to conserve them</div><div>3) he had heard that they were very treacherous</div><div>they were known for being treacherous</div></div>	<div>I</div> <div><div>1) ① (four teenage) boys'</div><div>② Vézère River</div><div>2) ① enlarged the narrow crevice</div><div>② a space large enough to climb through</div></div> <div>II</div> <div><div>1) black bulls and stags charging across the walls (of the cave)</div><div>2) over 17,000 years old</div></div>
39	40
<div>I</div> <div><div>1) ① computer-controlled air-conditioning</div><div>② daily for algae and fungal growth</div></div> <div>II</div> <div><div>1) ① minerals</div><div>② wood, skin and horsehair</div><div>③ stone lamps (that burned animal fat)</div></div>	<div>I</div> <div><div>1) the paintings formed part of ancient rituals to ward off evil spirits and bring luck during hunting</div></div> <div>II</div> <div><div>1) prehistoric people would not have been able to provide enough lighting to see deep inside the cave</div></div>

41	42
<div>I</div> <div><div>1) tribes</div><div>2) lifestyle</div><div>3) span</div><div>4) hostile</div><div>5) cultures</div><div>6) uprooted</div></div> <div>II</div> <div><div>1) bleak</div><div>2) diet</div><div>3) shelter</div><div>4) utensils</div><div>5) withstand</div><div>6) administered</div></div>	<div>I</div> <div><div>1) ① blame</div><div>② uprooting/the decline of</div><div>2) ① similar</div><div>② different</div></div> <div>II</div> <div><div>1) main food source</div><div>2) ① reindeer</div><div>② supplies</div></div>
43	44
<div>I</div> <div><div>1) it is not unusual</div><div>2) ① one group</div><div>② traveled</div><div>③ continuous</div></div> <div>II</div> <div><div>1) ① short-term</div><div>② the winter</div><div>2) ① cut out</div><div>② compact</div></div>	<div>I</div> <div><div>1) ① working</div><div>② occupations</div><div>2) ① traveled</div><div>② difficult</div></div> <div>II</div> <div><div>1) based on sounds</div><div>2) single language group</div></div>

45	46
<div>I</div> <div>1) ① arrangement ② groups ③ advance</div> <div>2) ① return ② once occupied</div> <div>II</div> <div>1) ① gave ② administer</div> <div>2) ① (eagerly) supporting ② reviving</div>	<div>I</div> <div>1) culture 2) cultural 3) tribe 4) tribal 5) administration 6) administer</div> <div>II (SAMPLE ANSWERS)</div> <div>1) The Sama Bajo are a tribe of nomadic people living Tribes of seafaring nomadic people live</div> <div>2) in waters administered by Australia in waters administered by the Australian government</div> <div>3) threatens to destroy Sama Bajo culture is threatening Sama Bajo culture</div>
47	48
<div>I</div> <div>1) bleak 2) bleakly 3) hostile 4) hostility 5) utensil 6) utilize</div> <div>II (SAMPLE ANSWERS)</div> <div>1) Labrador, a bleak area with little vegetation the bleak coastal area called Labrador</div> <div>2) A range of tools and weapons were utilized The Inuit of Labrador utilized a range of tools and weapons</div> <div>3) they wanted to protect themselves from the hostile winter of the hostile winter</div>	<div>I</div> <div>1) ① give up their nomadic lifestyle ② lands were split amongst several nations</div> <div>II</div> <div>1) ① declined/diminished ② suburban ③ rural</div>

49	50
<div>I</div> <div>1) <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/></div> <div>II</div> <div>1) Inuit to abandon their nomadic hunting lifestyle and traditional utensils</div>	<div>I</div> <div>1) ① (to) become acquainted ② to demonstrate who is the stronger of the two</div> <div>II</div> <div>1) ① law ② outright control of an area spanning 350,000 square kilometers</div>
51	52
<div>I</div> <div>1) source 2) illuminates 3) reflecting 4) bleaches 5) magnify 6) angle</div> <div>II</div> <div>1) perceive 2) combination 3) primary colors 4) mosaic 5) consists 6) conveys</div>	<div>I</div> <div>1) ① design ② complex 2) difference</div> <div>II</div> <div>1) ① combination ② produces 2) ① temporarily ② perceive</div>

53	54
<div>I</div> <div>1) approaches/hits</div> <div>2) ① substance</div> <div>② see through</div> <div>II</div> <div>1) ① absorbs</div> <div>② dark</div> <div>③ light</div> <div>2) ① absorbing</div> <div>② except</div>	<div>I</div> <div>1) ① drops</div> <div>② hanging</div> <div>2) for the same reasons</div> <div>II</div> <div>1) ① bounces off</div> <div>② gas</div> <div>2) ① a sharp angle</div> <div>② scattered</div>
55	56
<div>I</div> <div>1) ① controlled</div> <div>② spread in many directions</div> <div>2) takes to return to its source</div> <div>II</div> <div>1) solid areas of color</div> <div>2) ① trick</div> <div>② eye(s)</div> <div>③ can generate any color</div>	<div>I</div> <div>1) illuminate</div> <div>2) illumination</div> <div>3) reflect</div> <div>4) reflection</div> <div>5) magnify</div> <div>6) magnification</div> <div>II (SAMPLE ANSWERS)</div> <div>1) coming from objects very far away and magnify them, enabling astronomers to study distant parts of space</div> <div>2) Telescopes with large mirrors reflect more light</div> <div>Telescopes with large mirrors can collect and reflect more light</div> <div>3) might be the illumination of stars that have long since died</div> <div>might be the illumination of dead stars</div>

57	58
<div>I</div> <div>1) consist</div> <div>2) consistent</div> <div>3) perceive</div> <div>4) perception</div> <div>5) combination</div> <div>6) combine</div> <div>II (SAMPLE ANSWERS)</div> <div>1) consisted/consists of seven colors</div> <div>consisted of the same colors that are found in a rainbow</div> <div>2) were combined, the light became white once more</div> <div>were/are combined, white light was/is produced</div> <div>3) perceived that cut glass created colored light beams</div> <div>perceived colored light beams in the presence of sunlight</div>	<div>I</div> <div>1) <input type="checkbox"/></div> <div><input checked="" type="checkbox"/></div> <div><input type="checkbox"/></div> <div>II</div> <div>1) ① flat images</div> <div>② rarely the same size as the original object</div> <div>③ all of the visual information about the object except for color</div>
59	60
<div>I</div> <div>1) ① recording</div> <div>② film</div> <div>③ light</div> <div>④ put back</div> <div>II</div> <div>1) ① clear glass</div> <div>② coated</div> <div>③ thin layer</div>	<div>I</div> <div>1) ① dissolve in</div> <div>② “binders”</div> <div>③ the pigments stick together</div> <div>II</div> <div>1) ① the dyes used to make fabric purple were very expensive</div> <div>② in important positions</div> <div>③ a sign of their wealth</div>

61	62
<div>I</div> <div><div>1) durable</div><div>2) garment</div><div>3) elegant</div><div>4) associated</div><div>5) restrictions</div><div>6) conceal</div></div> <div>II</div> <div><div>1) demonstrate</div><div>2) outrageous</div><div>3) trend</div><div>4) adorn</div><div>5) cosmetics</div><div>6) complexion(s)</div></div>	<div>I</div> <div><div>1) Wool, linen and silk</div><div>2) the time of day, the occasion, practicality and fashion</div></div> <div>II</div> <div><div>1) ① vary/varies ② climate</div><div>2) religious beliefs determine the clothes that some people wear</div></div>
63	64
<div>I</div> <div><div>1) ① sports fans ② they want to feel part of a larger group</div><div>2) ① brightly colored uniforms ② easy targets for their enemy</div></div> <div>II</div> <div><div>1) often reflects popular ideas of the time</div><div>2) control what people were allowed to wear</div></div>	<div>I</div> <div><div>1) ① the kimono ② what we know today as a dressing gown or bathrobe</div><div>2) ① shoes ② extended so far ③ walking difficult</div></div> <div>II</div> <div><div>1) cosmetics have not always been used solely by women</div><div>2) ① modern fashions ② date back to antiquity</div></div>

65	66
<div>I</div> <div><div>1) ① the wig/wigs</div><div>② conceal his baldness</div></div> <div>2) ① Cleaning</div> <div>② curling</div> <div>③ powdering</div>	<div>I</div> <div><div>1) elegant</div><div>2) elegantly</div><div>3) conceal</div><div>4) concealer</div><div>5) outrageous</div><div>6) outrage</div></div>
<div>II</div> <div><div>1) women’s hairstyles in the eighteenth century were extravagant</div><div>2) staying at the cutting edge of fashion involved some discomfort</div></div>	<div>II (SAMPLE ANSWERS)</div> <div><div>1) would think your/our clothes were outrageous</div><div>wore outrageous clothes</div><div>2) an elegant lady would have been expected to wear a floor-length skirt</div><div>a woman would not be elegant without a long skirt</div><div>3) are no longer required to conceal their legs</div><div>do not have to conceal their legs</div></div>
67	68
<div>I</div> <div><div>1) association</div><div>2) associate</div><div>3) demonstrate</div><div>4) demonstrative</div><div>5) restriction</div><div>6) restrictive</div></div>	<div>I</div> <div><div>1) <input type="checkbox"/></div><div><input type="checkbox"/></div><div><input checked="" type="checkbox"/></div></div>
<div>II (SAMPLE ANSWERS)</div> <div><div>1) places restrictions on what people are permitted to wear</div><div>places restrictions on people’s clothing</div><div>2) The law demonstrates a deep appreciation for</div><div>3) are associated with the region where it was woven</div></div>	<div>II</div> <div><div>1) ① pretty velvet suits with lace collars</div><div>② grown to shoulder length, or longer, and curled</div></div>

69	70
<div>I</div> <div>1) ① beautiful fabrics lavishly adorned with pearls and jewels ② ruffs</div> <div>II</div> <div>1) are clearly documented in paintings and portraits 2) ① expensive to buy or make ② that only rich people could afford</div>	<div>I</div> <div>1) ① gowns worn by wealthy men ② did not have to work</div> <div>II</div> <div>1) ① jeans ② people have been wearing for over 150 years 2) ① reinforced seams ② pockets for extra strength</div>
71	72
<div>I</div> <div>1) transport 2) luxury 3) crude 4) emissions 5) inject 6) exhaust</div> <div>II</div> <div>1) capable 2) reliable 3) gauge 4) mechanisms 5) remedy 6) daredevils</div>	<div>I</div> <div>1) rapid development of the steam train 2) ① gasoline ② diesel ③ kerosene</div> <div>II</div> <div>1) ① one of the most important landmarks ② engine design 2) ① engine innovations ② taking advantage</div>

73	74
<div><div>I</div><div><div>1)</div><div><div>① the fuel injector</div><div>② injects fuel into the engine in precise bursts</div><div>③ reduce exhaust emissions</div></div></div><div><div>2)</div><div><div>① Off-road vehicles</div><div>② capable of handling heavy loads</div><div>③ extreme operating conditions</div></div></div></div> <div><div>II</div><div><div>1)</div><div>the need for reliable designs quickly led to road trial tests and competitions</div></div><div><div>2)</div><div>motorcycles are used in a variety of situations</div></div></div>	<div><div>I</div><div><div>1)</div><div>readily available, reasonably priced fuel</div></div><div><div>2)</div><div>took a long time to start up</div></div></div> <div><div>II</div><div><div>1)</div><div>early motorcycle races were extremely dangerous</div></div><div><div>2)</div><div>motocross is a challenging and hazardous motorcycle sport</div></div></div>
75	76
<div><div>I</div><div><div>1)</div><div>carbon monoxide, nitrogen oxides and hydrocarbons</div></div><div><div>2)</div><div>air pollution problems in urban centers</div></div></div> <div><div>II</div><div><div>1)</div><div>death-defying performances</div></div><div><div>2)</div><div>Jose Cabral is a true daredevil</div></div></div>	<div><div>I</div><div><div>1)</div><div>emit</div></div><div><div>2)</div><div>emission</div></div><div><div>3)</div><div>transport</div></div><div><div>4)</div><div>transportation</div></div><div><div>5)</div><div>inject</div></div><div><div>6)</div><div>injection</div></div></div> <div><div>II</div><div><div>(SAMPLE ANSWERS)</div><div><div>1)</div><div>Catalytic converters reduce emissions (that are) Some devices help to reduce emissions</div></div><div><div>2)</div><div>Engines that inject fuel in controlled bursts (and catalytic converters)</div></div><div><div>3)</div><div>we may rely on cars using renewable energy sources to transport goods and people</div></div></div></div>

77

78

I

- 1) mechanism
- 2) mechanical
- 3) capacity
- 4) capable
- 5) reliable
- 6) reliability

II

(SAMPLE ANSWERS)

- 1) (to) determine possible mechanical improvements
(to) see what kind of mechanical improvements they should make
- 2) is capable of handling challenging conditions
is capable of traveling fast
- 3) how reliable the machine is
if the motorcycle is reliable

I

- 1) ☒
- ☐
- ☐

II

- 1) was in constant production in ever-growing numbers

79

80

I

- 1) ① efforts
② made
③ remedy the growing pollution problem

II

- 1) ① needed a local testing ground
② a wide variety of road conditions that could test machines to their limits

I

- 1) ① attracts hundreds
② contestants
③ sponsored by the largest desert racing organization in the world (, SCORE International)

II

- 1) ① even in the earliest car races there was a class for motorcycles
② today there are as many forms of motorcycle racing as there are of car racing

81	82
<div>I</div> <div><div>1) supernatural</div><div>2) unidentified</div><div>3) intrigue</div><div>4) guilty</div><div>5) jury</div><div>6) verdict</div></div> <div>II</div> <div><div>1) confounds</div><div>2) unearthing</div><div>3) brilliance</div><div>4) suspicious</div><div>5) accused</div><div>6) injustice</div></div>	<div>I</div> <div><div>1) ① concentration</div><div>② mystery</div><div>2) ① a knock at the door</div><div>② the event</div></div> <div>II</div> <div><div>1) ① (clearly) upset</div><div>② flinging her hands in the air</div><div>2) ① calmly</div><div>② slowly</div><div>③ poured a cup of tea</div><div>④ stirred in sugar</div></div>
83	84
<div>I</div> <div><div>1) ① nervously</div><div>② was gone</div><div>2) ① mean</div><div>② hate Suki</div></div> <div>II</div> <div><div>1) ① gloomy</div><div>② surrounded</div><div>③ tall fence</div><div>2) ① shouted angrily</div><div>② frightened</div></div>	<div>I</div> <div><div>1) ① lie</div><div>② to provoke a reaction</div><div>2) peculiar silence</div></div> <div>II</div> <div><div>1) ① thinking</div><div>② guilty</div><div>2) ① quiet</div><div>② only sound</div><div>③ rustling leaves and chirping crickets</div></div>

85	86
<div>I</div> <div>1) thinking posture</div> <div>2) (terribly) upset</div> <div>II</div> <div>1) ① grin</div> <div>② spread across Felix’s face</div> <div>③ entertained</div> <div>2) ① stomach</div> <div>② attention</div>	<div>I</div> <div>1) unidentified</div> <div>2) unidentifiable</div> <div>3) guilt</div> <div>4) guilty</div> <div>5) accuse</div> <div>6) accusation</div> <div>II (SAMPLE ANSWERS)</div> <div>1) accused of a crime</div> <div>wrongly accused, but is let free in the end</div> <div>2) remains unidentified until the end</div> <div>is unidentified at the beginning</div> <div>3) may be guilty</div> <div>seems guilty at first, but is let go eventually</div>
87	88
<div>I</div> <div>1) intrigue</div> <div>2) intriguing</div> <div>3) brilliance</div> <div>4) brilliant</div> <div>5) suspicious</div> <div>6) suspiciously</div> <div>II (SAMPLE ANSWERS)</div> <div>1) Sherlock Holmes has intrigued readers/people</div> <div>2) of his remarkable brilliance</div> <div>he is well known for his remarkable brilliance</div> <div>he is brilliant</div> <div>3) a suspicious character who appears in several Sherlock Holmes stories</div> <div>an enemy of Sherlock Holmes and a suspicious character in several Sherlock Holmes stories</div>	<div>I</div> <div>1) ① annoyed</div> <div>② joke</div> <div>③ sharp looks</div> <div>II</div> <div>1) ① see inside/see into</div> <div>② unearth a few clues</div>

89	90
<div>I</div> <div>1) ① startled ② might see</div> <div>II</div> <div>1) ① of the cupboards ② look like they were built by the same carpenter</div> <div>2) ① walking ② valuable clue</div>	<div>I</div> <div>1) ① angry ② accusing ③ lie</div> <div>II</div> <div>1) ① had been trapped ② cupboard</div> <div>2) ① moved ② fond of playing in his garden</div>
91	92
<div>I</div> <div>1) monitors 2) retrieve 3) data 4) unauthorized 5) input 6) deleted</div> <div>II</div> <div>1) interactive 2) software 3) manipulate 4) graphics 5) three-dimensional 6) strategy</div>	<div>I</div> <div>1) ① silent ② high-pitched voices of children’s cartoons on the television</div> <div>2) ① nervous ② waiting for</div> <div>II</div> <div>1) ① impressed ② vast assortment of electrical equipment</div> <div>2) ① boring ② a yawn</div>

93	94
<div>I</div> <div>1) ① lived up to her reputation ② an ill-tempered teacher</div> <div>2) none of Simon’s fellow classmates enjoyed that first IT lesson</div> <div>II</div> <div>1) ① noisy ② retreated ③ peace</div> <div>2) ① often ② expertly ③ the character on the screen</div>	<div>I</div> <div>1) ① excitement ② (big) trouble</div> <div>2) ① (loud,) outgoing ② personality</div> <div>II</div> <div>1) ① anxious ② have done wrong</div> <div>2) introduced a computer virus</div>
95	96
<div>I</div> <div>1) ① utter disbelief ② virus</div> <div>2) ① anger ② sent a computer virus</div> <div>II</div> <div>1) ① tell his story ② the affair</div> <div>2) ① pleased ② amused look</div>	<div>I</div> <div>1) interact 2) interactive 3) graphics 4) graph 5) three-dimensional 6) dimension</div> <div>II (SAMPLE ANSWERS)</div> <div>1) interact with the game interact more with the characters</div> <div>2) display graphics against more artistic backgrounds display computer-generated graphics against more artistic backgrounds</div> <div>3) Games had more three- dimensional realism Games got three-dimensional graphics</div>

97	98
<div>I</div> <div><div>1) software</div><div>2) hardware</div><div>3) retrieve</div><div>4) retrieval</div><div>5) unauthorized</div><div>6) authority</div></div> <div>II (SAMPLE ANSWERS)</div> <div><div>1) that attaches itself to other software on a computer</div><div>that affects software on a computer</div><div>2) retrieve important data from storage</div><div>retrieve information from storage</div><div>3) sits inside a computer allowing unauthorized access to the computer</div><div>sits inside the computer and permits unauthorized access</div></div>	<div>I</div> <div><div>1) ① from school</div><div>② games</div><div>③ Internet</div><div>④ boring</div></div> <div>II</div> <div><div>1) ① annoyed</div><div>② scowled at his monitor</div><div>③ thumped the keys on his keyboard</div></div>
99	100
<div>I</div> <div><div>1) ① absorbed in his search</div><div>② notice</div></div> <div>II</div> <div><div>1) ① tired</div><div>② his legs were leaden and slow</div><div>③ his reactions were sluggish</div></div>	<div>I</div> <div><div>1) ① unease</div><div>② older brother</div></div> <div>II</div> <div><div>1) ① write</div><div>② own</div><div>2) ① cast his eyes down</div><div>② in a small, tearful voice</div></div>

101	102
<div>I</div> <div><div>1) autobiographical</div><div>2) emphasis</div><div>3) opt</div><div>4) cherishes</div><div>5) menace</div><div>6) criticisms</div></div> <div>II</div> <div><div>1) inward</div><div>2) bliss</div><div>3) margin</div><div>4) fluttering</div><div>5) torrents</div><div>6) sapphire</div></div>	<div>I</div> <div><div>1) ① raced</div><div>② bicycle</div><div>2) ① end</div><div>② summer break</div></div> <div>II</div> <div><div>1) ① students exercising</div><div>② distance</div><div>2) ① a huge green blanket</div><div>② rolled out in the sun</div></div>
103	104
<div>I</div> <div><div>1) ① jumped (high)</div><div>② the air</div><div>2) ① the deer</div><div>② vanished</div><div>③ a faint scent behind</div></div> <div>II</div> <div><div>1) ① the tiger</div><div>② water</div><div>2) ① the sight of</div><div>② hunger</div></div>	<div>I</div> <div><div>1) ① a ruby</div><div>② red</div><div>③ blood</div><div>2) ① a diamond</div><div>② brilliant stone</div><div>③ desire</div></div> <div>II</div> <div><div>1) ① the sun</div><div>② it sets</div><div>2) ① the snow</div><div>② the white frosting found spread over wedding cakes</div></div>

105	106
<div>I</div> <div><div>1) ① wandered (lonely)</div><div>② golden daffodils</div></div> <div>2) ① continuous</div> <div>② (the) stars that shine</div> <div>II</div> <div><div>1) “inward eye”</div><div>2) dancing alongside the daffodils</div></div>	<div>I</div> <div><div>1) emphasis</div><div>2) emphasize</div><div>3) biography</div><div>4) autobiographical</div><div>5) criticism</div><div>6) critical</div></div> <div>II (SAMPLE ANSWERS)</div> <div><div>1) wrote criticism about novel writing</div><div>also wrote criticism</div><div>2) E. M. Forster emphasized the importance of self-expression and honesty</div><div>The importance of self-expression and honesty were emphasized</div><div>3) an autobiographical novel</div><div>an autobiographical novel (written) by E. M. Forster</div></div>
107	108
<div>I</div> <div><div>1) inward</div><div>2) inwardly</div><div>3) torrential</div><div>4) torrent</div><div>5) margin</div><div>6) marginalize</div></div> <div>II (SAMPLE ANSWERS)</div> <div><div>1) after inwardly reflecting on his personal experiences</div><div>after reflecting inwardly</div><div>2) the torrent of a waterfall</div><div>a torrent of water</div><div>3) was marginalized by critics</div><div>was marginalized (because his work was so different from respected styles)</div></div>	<div>I</div> <div><div>1) ① daffodils</div><div>② people</div><div>③ words normally associated with people</div></div> <div>II</div> <div><div>1) ① words</div><div>② are usually used to talk about people</div><div>③ “jocund company”</div></div>

109	110
<div>I</div> <div>1) ① ability to make fire ② vital to life</div> <div>II</div> <div>1) (both) the icy particles in the wind and pepper feel similar</div>	<div>I</div> <div>1) ① torrential rains and hurricanes/ violent storms ② threatened/menaced</div> <div>II</div> <div>1) ① a bird wants warmth in the winter ② wanted to live where there were crowds of people</div>
111	112
<div>❖</div> <div>False</div>	<div>❖</div> <div>(SAMPLE ANSWERS) what she needed Mrs. Buncombe’s sheets for why she took Mrs. Buncombe’s sheets</div>

113	114
<div><div></div><div>False</div></div>	<div><div></div><div>False</div></div>
115	116
<div><div></div><div><div>(Student answers in his or her own words.)</div><div>*Students are not required to predict what will happen next in the story accurately, although their answers should reflect knowledge of the characters and the situations presented. Punctuation, capitalization, and spelling mistakes should be marked as partial errors.</div></div></div>	<div><div></div><div>True</div></div>

117	118
<div><div></div><div>(SAMPLE ANSWERS) he said that “Meg was not really one thing or the other.” he said that Mrs. Murry was not “one of us.” he said that Mrs. Murry was not “one of us,” and that Meg was “not really one thing or the other.”</div></div>	<div><div></div><div>False</div></div>
119	120
<div><div></div><div>(SAMPLE ANSWER) used French, German, and Latin (, in addition to English,) when speaking to Charles Wallace</div></div>	<div><div></div><div>(Student answers in his or her own words.)</div></div>

121	122
<div>I</div> <div>1) paralyze</div> <div>2) occurrences</div> <div>3) ominous</div> <div>4) superstitions</div> <div>5) appalled</div> <div>6) sinister</div> <div>II</div> <div>1) deliberately</div> <div>2) torment</div> <div>3) anguish</div> <div>4) pranks</div> <div>5) hysterical</div> <div>6) unbearable</div>	<div>I</div> <div>1) ① tormented by the sour mood Grandpa displayed every time he woke up</div> <div>② find rocks to add to his collection</div> <div>II</div> <div>1) ① rich canopy of foliage and intricate network of tree roots</div> <div>② something sinister</div>
123	124
<div>I</div> <div>1) ① soiled white dress</div> <div>② was piled on her head and tied with a ribbon</div> <div>③ to be about Nate’s age or slightly younger</div> <div>II</div> <div>1) ① nervous</div> <div>② (him) something better than a rock to add to his collection</div>	<div>I</div> <div>1) ① to help</div> <div>② find</div> <div>③ found/finds the best hiding places</div> <div>④ always playing pranks on Sophia/her</div> <div>II</div> <div>1) ① (look of) anguish in Sophia’s eyes</div> <div>② shiny (new) coin</div> <div>③ had never seen</div>

125	126
<div>I</div> <div>1) ① mere mention of climbing the bank paralyzed him ② Sophia ③ to pull with unexpected force</div> <div>II</div> <div>1) ① stumbled over rocks ② slipped on the slick carpet of leaves ③ never lost her footing ④ there was no real path</div>	<div>I</div> <div>1) paralyze 2) paralysis 3) occurrence 4) occur 5) superstition 6) superstitious</div> <div>II (SAMPLE ANSWERS)</div> <div>1) all stories about ghosts or superstitions hard to believe superstitions hard to believe 2) after witnessing the most frightening occurrence of her life after witnessing a frightening occurrence 3) she was paralyzed with fear it paralyzed her</div>
127	128
<div>I</div> <div>1) unbearable 2) unbearably 3) deliberately 4) deliberate 5) hysterical 6) hysterically</div> <div>II (SAMPLE ANSWERS)</div> <div>1) that the screeching sound of cats fighting outside was unbearable that the sound of cats was unbearable 2) deliberately left the door open so that he could get back inside left the door open deliberately so that he could get back inside 3) by hysterical laughter by the ghastly sound of hysterical laughter</div>	<div>I</div> <div>1) ① her furrowed brow erasing any charm from her otherwise pretty face ② screaming at the top of her lungs</div> <div>II</div> <div>1) leapt back, tripped on a rock (that was in her path), lost her balance and tumbled down over the other side of the cliff.</div>

129	130
<div>I</div> <div>1) ① out of the house when he had work to do ② into the forest ③ he was not supposed to</div> <div>II</div> <div>1) Sophia Duffet the Duffet twins disappeared in the forest over 60 years ago. (the Duffet twins had disappeared in the forest over 60 years before.)</div>	<div>I</div> <div>1) ① slipping on his coat and hat ② no sense believing in superstitions</div> <div>II</div> <div>1) the fresh footprints and the shiny new coin. (the fresh footprints scattered about the area and the (shiny new) coin that had gone out of circulation 60 years before.)</div>
131	132
<div>I</div> <div>1) overthrown 2) reforms 3) equality 4) riots 5) reigned 6) treason</div> <div>II</div> <div>1) promoted 2) triumphs 3) reputation 4) tax 5) downfall 6) imprisoned</div>	<div>I</div> <div>1) ① there was a wide gap ② pay more taxes than nobles and churchmen</div> <div>II</div> <div>1) ① the poor quality of life ② with the way France was being governed</div>

133	134
<div>I</div> <div>1) ① Austria had long been France’s enemy</div> <div>② it was hoped that the marriage would encourage good relations between the two countries</div> <div>II</div> <div>1) ① ran around with frivolous party-makers, gambling, dancing and acting in plays</div> <div>② expensive tastes in dresses and hairstyles</div> <div>③ Austrian origin</div>	<div>I</div> <div>1) ① set down in writing rules for how France was to be</div> <div>② most of his power</div> <div>II</div> <div>1) ① by arranging the family’s escape</div> <div>② the king would try to regain the power he had lost by seeking help abroad</div>
135	136
<div>I</div> <div>1) ① guilty of treason</div> <div>② to request help from foreign governments</div> <div>II</div> <div>1) ① peace to France</div> <div>② still forms the basis of many countries’ legal systems</div> <div>③ war to much of Europe</div>	<div>I</div> <div>1) imprison</div> <div>2) prisoner</div> <div>3) overthrow</div> <div>4) overpower</div> <div>5) treason</div> <div>6) treasonous</div> <div>II (SAMPLE ANSWERS)</div> <div>1) the monarchy was overthrown (and France was made a republic)</div> <div>2) The king and Marie Antoinette/ They were found guilty of treason.</div> <div>3) they were imprisoned (in the royal palace in Paris)</div>

137

I

1) reform

2) reformation

3) promote

4) promotion

5) triumph

6) triumphant

II

(SAMPLE ANSWERS)

1) he was promoted to the rank of Brigadier General

he had rapidly been promoted

2) Napoleon made many reforms (to French society).

3) by 1812, Napoleon had many military triumphs

he had many triumphs

138

I

1) ① he was born on the island of Corsica in the Mediterranean Sea

② became a French territory only a year before his birth

II

1) he was involved in the successful recapture of the French port of Toulon and put down a rebellion in Paris.

139

I

1) ① reputation for success

② longed for a strong leader who would bring peace and stability to the country

II

1) improved the education system, gave peasants more money (by reorganizing the tax system) and granted all citizens equality before the law.

140

I

1) ① retreating and destroying everything behind them

② further and further into Russia, using up valuable energy and provisions on the way

II

1) reducing his army to 20,000 men

countries opposed to Napoleon the opportunity to invade France.

141	142
<div>I</div> <div><div>1) stimulus</div><div>2) instinct</div><div>3) orientate</div><div>4) mature</div><div>5) dominant</div><div>6) aggressive</div></div> <div>II</div> <div><div>1) exhibit</div><div>2) abdomen</div><div>3) antennae</div><div>4) compound</div><div>5) social</div><div>6) foliage</div></div>	<div>I</div> <div><div>1) ① sounds of wolves</div><div>② a ghostly chorus</div><div>③ over the air</div></div> <div>II</div> <div><div>1) ① domestic dogs</div><div>② wolves</div><div>③ many of the same characteristics as their wolf ancestors</div></div>
143	144
<div>I</div> <div><div>1) it is not always possible to remove crocodiles to remote places</div></div> <div>II</div> <div><div>1) ① to loud motorboat and car noises and to human smells and sounds</div><div>② it to fear people and avoid contact with them</div></div>	<div>I</div> <div><div>1) ① migrates over long distances</div><div>② travel thousands of miles to return to fresh water</div></div> <div>II</div> <div><div>1) ① a true hibernator/true hibernators</div><div>② they cease activity completely when they hibernate</div></div>

145	146
<div>I</div> <div>1) ① 800,000 (species) have been identified so far</div> <div>② there could be between five and ten million species</div> <div>II</div> <div>1) ① towards artificial light</div> <div>② attracted to chemicals in flowers</div> <div>③ attracted to body heat and moisture (attracted to a combination of stimuli, including body heat and moisture)</div>	<div>I</div> <div>1) mature</div> <div>2) maturity</div> <div>3) dominant</div> <div>4) dominate</div> <div>5) aggressive</div> <div>6) aggressively</div> <div>II (SAMPLE ANSWERS)</div> <div>1) adult males dominate (over females and young chimpanzees)</div> <div>2) join another group when they reach maturity</div> <div>3) behave aggressively towards chimpanzees from another (community)</div>
147	148
<div>I</div> <div>1) stimulus</div> <div>2) stimuli</div> <div>3) exhibit</div> <div>4) exhibition</div> <div>5) instinct</div> <div>6) instinctively</div> <div>II (SAMPLE ANSWERS)</div> <div>1) stimuli, such as colder weather and shorter days by migrating</div> <div>2) exhibit an ability to find their way over long distances</div> <div>exhibit a remarkable ability to orientate themselves</div> <div>3) Birds are instinctively able to use the position of the sun</div>	<div>I</div> <div>1) ① insects</div> <div>② fertilizing flowers, dispersing seeds</div> <div>③ waste products</div> <div>II</div> <div>1) tiny yachts with their sails to the wind because each ant carries a semi-circular leaf fragment (weighing up to ten times its own weight).</div>

149	150
<div>I</div> <div>1) ① farmers</div> <div>② crop is a special kind of fungus unique to</div> <div>II</div> <div>1) ① plant-eating animal</div> <div>② they devour more of the available plant matter than any other plant-eating animal that lives there.</div>	<div>I</div> <div>1) ① they have as many as five/they are made up of five</div> <div>② most ant species</div> <div>③ are made up of three/have three castes</div> <div>II</div> <div>1) in the way that worker ants look after their queen and young ants.</div>
151	152
<div>I</div> <div>1) classifications</div> <div>2) craftsmanship</div> <div>3) distinct</div> <div>4) employ</div> <div>5) strengthen</div> <div>6) cylinder</div> <div>II</div> <div>1) Fusing</div> <div>2) complex</div> <div>3) chords</div> <div>4) improvise</div> <div>5) quartets</div> <div>6) quintets</div>	<div>I</div> <div>1) ① depend on holes at different points along the instrument</div> <div>② utilize the shape of the player’s mouth</div> <div>II</div> <div>1) first bandleader to improvise music in the style that later became known as jazz and was famous for his loud, clear tone.</div>

153	154
<div>I</div> <div>1) ① make sound when a length of wire or silk</div> <div>② employ a wooden soundboard to strengthen</div> <div>II</div> <div>1) by introducing a new way of improvising on stringed instruments and (by) fusing the energy and distinct sounds of Romani music with jazz.</div>	<div>I</div> <div>1) ① by passing a narrow stream of air against a hole in a cylinder</div> <div>② employ reeds</div> <div>II</div> <div>1) ① numerous gifted soloists joined</div> <div>② composed complex chord arrangements that emphasized their individual talent</div>
155	156
<div>I</div> <div>1) ① tension of its membrane</div> <div>② higher</div> <div>③ stretched</div> <div>II</div> <div>1) fused the usually fixed pulse of jazz with a melodic style of drumming (through inventive improvising) and helped raise the position of the percussionist to equal that of a melody developer.</div>	<div>I</div> <div>1) classify</div> <div>2) classification</div> <div>3) cylindrical</div> <div>4) cylinder</div> <div>5) distinct</div> <div>6) distinction</div> <div>II (SAMPLE ANSWERS)</div> <div>1) is classified as a brass instrument</div> <div>is classified as a member of the brass family of wind instruments</div> <div>2) The cornet looks like a trumpet, with a cylindrical shape bent several times.</div> <div>The cornet has the same cylindrical shape as a trumpet.</div> <div>3) gives it a distinct mellow tone</div> <div>gives it a distinct sound</div>

157	158
<div>I</div> <div><div>1) improvise</div><div>2) improvisation</div><div>3) fusion</div><div>4) fuse</div><div>5) quarterly</div><div>6) quartet</div></div> <div>II (SAMPLE ANSWERS)</div> <div><div>1) innovative improvisation his rich tone and skill at improvisation</div><div>2) fusing a rapid style of playing with layered harmonies having fused fast playing with layered harmonies</div><div>3) Webster recorded with many quartets. Webster recorded with Duke Ellington’s big band and quartets.</div></div>	<div>I</div> <div><div>1) ① herding societies</div><div>② have developed instruments that look or sound like their animals</div></div> <div>II</div> <div><div>1) The discovery that cylinders could produce more than one note by vibration of the lips and (the discovery of) the musical qualities of string</div></div>
159	160
<div>I</div> <div><div>1) replaced the harpsichord’s plucking mechanism with hammers that strike strings and (also) added dampers (that fell on the strings)</div></div> <div>II</div> <div><div>1) ① of jazz</div><div>② African rhythms, European harmonies and religious melodies</div><div>③ complex and varied</div></div>	<div>I</div> <div><div>1) a rapid style of improvising based on complex chord changes, while cool jazz emphasized a more relaxed approach to improvisation.</div></div> <div>II</div> <div><div>1) employs electric guitars and keyboards and favors rock-influenced drumming and catchy, somewhat repetitive melodies.</div></div>

161	162
<div><div>I</div><div><div>1) region</div><div>2) differ</div><div>3) policy</div><div>4) declining</div><div>5) interpreted</div><div>6) enrich</div></div></div> <div><div>II</div><div><div>1) prestige</div><div>2) widespread</div><div>3) rivals</div><div>4) tremendous</div><div>5) translated</div><div>6) structure</div></div></div>	<div><div>I</div><div><div>1) ① position as the official language of the International Court of Law</div><div>② the Universal Postal Union</div></div></div> <div><div>II</div><div><div>1) ① closely related to Latin</div><div>② spoken by (almost) 350 million people</div></div></div>
163	164
<div><div>I</div><div><div>1) ① can be heard, at least for religious purposes, in numerous regions across Africa and Asia</div><div>② its role as the language of Islam’s holiest text, the Qu’ran</div></div></div> <div><div>II</div><div><div>1) facilitate more effective communication because there are many different types of Chinese (, as different as French is from Spanish).</div></div></div>	<div><div>I</div><div><div>1) ① English as a second or foreign language</div><div>② increasingly use English tailored to meet specific goals</div><div>③ communication in business or science</div></div></div> <div><div>II</div><div><div>1) developed their own forms of the language particular to their surroundings, such as distinctly Australian words like “boomerang” and “kangaroo.”</div></div></div>

165	166
<div>I</div> <div>1) ① Jutes, the Angles and the Saxons ② Norman ③ 1066 ④ St. Augustine’s ⑤ the sixth century</div> <div>II</div> <div>1) that supports the statement that (today) the English language is widely used for international communication.</div>	<div>I</div> <div>1) political 2) policy 3) interpret 4) interpretation 5) regional 6) region</div> <div>II (SAMPLE ANSWERS)</div> <div>1) we would need huge numbers of people to interpret people around the globe could not communicate without people interpreting 2) are still spoken in rural regions 3) due to economic or social pressure or government policies because of government policies that try to standardize their nations’ languages</div>
167	168
<div>I</div> <div>1) translate 2) translation 3) structure 4) structural 5) tremendously 6) tremendous</div> <div>II (SAMPLE ANSWERS)</div> <div>1) acquiring a tremendous number of new words 2) all communication translated 3) to have much effect on the structure of English to change the grammatical structure of English</div>	<div>I</div> <div>1) ① words and ideas ② mathematical and scientific ideas ③ were once mixed</div> <div>II</div> <div>1) Shih Huang-di shaped the Chinese language by standardizing Chinese characters, which helped form a link with regional groups (who spoke different types of Chinese).</div>

169	170
<div>I</div> <div>1) ① maintain a French-speaking society in a largely English-speaking country</div> <div>② continues to address concerns from both French speakers and English speakers</div> <div>II</div> <div>1) connects different regions and countries through a common language.</div> <div>(continues to play an important role for millions of people, connecting different regions and countries through a common language.)</div>	<div>I</div> <div>1) studying epic poems (, like Beowulf,) and studying surviving languages that share similarities to English (, like Icelandic).</div> <div>II</div> <div>1) regional variations of the language and the use of English as a second or foreign language.</div>
171	172
<div>I</div> <div>1) C</div> <div>2) E</div> <div>3) A</div> <div>4) G</div> <div>5) F</div> <div>6) H</div> <div>7) B</div> <div>8) D</div> <div>II</div> <div>1) F</div> <div>2) C</div> <div>3) H</div> <div>4) G</div> <div>5) E</div> <div>6) A</div> <div>7) I</div> <div>8) D</div> <div>9) B</div>	<div>I</div> <div>1) D</div> <div>2) H</div> <div>3) A</div> <div>4) G</div> <div>5) B</div> <div>6) C</div> <div>7) E</div> <div>8) F</div> <div>II</div> <div>1) E</div> <div>2) H</div> <div>3) D</div> <div>4) I</div> <div>5) A</div> <div>6) C</div> <div>7) B</div> <div>8) F</div> <div>9) G</div>

173	174
<div><div>I</div><div><div>1) C</div><div>2) F</div><div>3) H</div><div>4) E</div><div>5) G</div><div>6) A</div><div>7) B</div><div>8) D</div></div></div> <div><div>II</div><div><div>1) C</div><div>2) G</div><div>3) F</div><div>4) A</div><div>5) I</div><div>6) B</div><div>7) H</div><div>8) D</div><div>9) E</div></div></div>	<div><div>I</div><div><div>1) F</div><div>2) H</div><div>3) A</div><div>4) G</div><div>5) B</div><div>6) E</div><div>7) C</div><div>8) D</div></div></div> <div><div>II</div><div><div>1) G</div><div>2) E</div><div>3) I</div><div>4) C</div><div>5) H</div><div>6) A</div><div>7) B</div><div>8) D</div><div>9) F</div></div></div>
175	176
<div><div>I</div><div><div>1) C</div><div>2) G</div><div>3) E</div><div>4) H</div><div>5) D</div><div>6) F</div><div>7) A</div><div>8) B</div></div></div> <div><div>II</div><div><div>1) E</div><div>2) C</div><div>3) G</div><div>4) I</div><div>5) A</div><div>6) H</div><div>7) B</div><div>8) F</div><div>9) D</div></div></div>	<div><div>I</div><div><div>1) yarn</div><div>2) generated</div><div>3) drainage</div><div>4) lifestyle</div><div>5) accomplishment</div><div>6) magnify</div><div>7) associated</div><div>8) particles</div></div></div> <div><div>II</div><div><div>1) exhaust</div><div>2) supernatural</div><div>3) retrieved</div><div>4) criticism</div><div>5) ominous</div><div>6) instinct</div><div>7) differs</div><div>8) overthrown</div><div>9) classifications</div></div></div>

177	178
<div>I</div> <div><div>1) expressive</div><div>2) limestone</div><div>3) larva</div><div>4) culture</div><div>5) source</div><div>6) charge</div><div>7) formations</div><div>8) emissions</div></div> <div>II</div> <div><div>1) adorned</div><div>2) data</div><div>3) paralyzed</div><div>4) unidentified</div><div>5) stimulus</div><div>6) rioting</div><div>7) employs</div><div>8) decline</div><div>9) emphasis</div></div>	<div>I</div> <div><div>1) policy</div><div>2) intrigued</div><div>3) chords</div><div>4) dominant</div><div>5) input</div><div>6) occurrence</div><div>7) equality</div><div>8) autobiographical</div></div> <div>II</div> <div><div>1) static</div><div>2) loom</div><div>3) garment</div><div>4) Subterranean</div><div>5) elements</div><div>6) crude</div><div>7) spans</div><div>8) complexions</div><div>9) bleached</div></div>
179	180
<div>I</div> <div><div>1) calculate</div><div>2) elegant</div><div>3) enlarged</div><div>4) angles</div><div>5) smuggled</div><div>6) injected</div><div>7) uprooted</div><div>8) abstract</div></div> <div>II</div> <div><div>1) orientate</div><div>2) interpret</div><div>3) unauthorized</div><div>4) cherished</div><div>5) distinct</div><div>6) jury</div><div>7) transport</div><div>8) superstitions</div><div>9) reputation</div></div>	<div>I</div> <div><div>1) originated</div><div>2) reign</div><div>3) conceal</div><div>4) mechanisms</div><div>5) verdict</div><div>6) react</div><div>7) prestige</div><div>8) unearthed</div></div> <div>II</div> <div><div>1) cavern</div><div>2) appalled</div><div>3) mature</div><div>4) embroidery</div><div>5) craftsmanship</div><div>6) convey</div><div>7) opted</div><div>8) tribes</div><div>9) deleted</div></div>

181	182
<div><div>I</div><div><div>1) D</div><div>2) F</div><div>3) H</div><div>4) G</div><div>5) A</div><div>6) E</div><div>7) B</div><div>8) C</div></div></div> <div><div>II</div><div><div>1) E</div><div>2) C</div><div>3) F</div><div>4) I</div><div>5) A</div><div>6) H</div><div>7) G</div><div>8) B</div><div>9) D</div></div></div>	<div><div>I</div><div><div>1) C</div><div>2) H</div><div>3) F</div><div>4) D</div><div>5) G</div><div>6) A</div><div>7) B</div><div>8) E</div></div></div> <div><div>II</div><div><div>1) G</div><div>2) E</div><div>3) I</div><div>4) F</div><div>5) H</div><div>6) A</div><div>7) B</div><div>8) C</div><div>9) D</div></div></div>
183	184
<div><div>I</div><div><div>1) D</div><div>2) F</div><div>3) B</div><div>4) C</div><div>5) A</div><div>6) H</div><div>7) E</div><div>8) G</div></div></div> <div><div>II</div><div><div>1) C</div><div>2) H</div><div>3) E</div><div>4) F</div><div>5) D</div><div>6) I</div><div>7) A</div><div>8) G</div><div>9) B</div></div></div>	<div><div>I</div><div><div>1) H</div><div>2) E</div><div>3) B</div><div>4) G</div><div>5) A</div><div>6) F</div><div>7) C</div><div>8) D</div></div></div> <div><div>II</div><div><div>1) B</div><div>2) D</div><div>3) H</div><div>4) A</div><div>5) C</div><div>6) G</div><div>7) I</div><div>8) E</div><div>9) F</div></div></div>

185	186
<div><div>I</div><div><div>1) G</div><div>2) D</div><div>3) H</div><div>4) F</div><div>5) A</div><div>6) E</div><div>7) B</div><div>8) C</div></div></div> <div><div>II</div><div><div>1) I</div><div>2) G</div><div>3) H</div><div>4) A</div><div>5) B</div><div>6) C</div><div>7) D</div><div>8) F</div><div>9) E</div></div></div>	<div><div>I</div><div><div>1) treason</div><div>2) circuits</div><div>3) administer</div><div>4) interactive</div><div>5) Aggressive</div><div>6) secrecy</div><div>7) improvised</div><div>8) perceive</div></div></div> <div><div>II</div><div><div>1) region</div><div>2) sponsored</div><div>3) accused</div><div>4) inward</div><div>5) penetrate</div><div>6) gauged</div><div>7) strategy</div><div>8) trends</div><div>9) tormented</div></div></div>
187	188
<div><div>I</div><div><div>1) foliage</div><div>2) magnetic</div><div>3) fuse</div><div>4) consists</div><div>5) confounded</div><div>6) oasis</div><div>7) menacing</div><div>8) cosmetics</div></div></div> <div><div>II</div><div><div>1) enrich</div><div>2) sculpture</div><div>3) capable</div><div>4) deliberately</div><div>5) diet</div><div>6) triumphs</div><div>7) torrent</div><div>8) fragile</div><div>9) Three-dimensional</div></div></div>	<div><div>I</div><div><div>1) boosted</div><div>2) downfall</div><div>3) remedy</div><div>4) abdomen</div><div>5) lucrative</div><div>6) anguish</div><div>7) complex</div><div>8) murals</div></div></div> <div><div>II</div><div><div>1) structure</div><div>2) injustice</div><div>3) conserve</div><div>4) hostile</div><div>5) demonstrate</div><div>6) bliss</div><div>7) sinister</div><div>8) combination</div><div>9) graphics</div></div></div>

189	190
<div>I</div> <div><div>1) devices</div><div>2) Merchants</div><div>3) withstand</div><div>4) celebrated</div><div>5) restrictions</div><div>6) treacherous</div><div>7) software</div><div>8) mosaic</div></div> <div>II</div> <div><div>1) margin</div><div>2) reliable</div><div>3) imprisoned</div><div>4) brilliance</div><div>5) prank</div><div>6) promoted</div><div>7) quartet</div><div>8) translated</div><div>9) antennae</div></div>	<div>I</div> <div><div>1) breakthrough</div><div>2) sanctuary</div><div>3) illuminate</div><div>4) terrain</div><div>5) utensil</div><div>6) rival</div><div>7) suspicious</div><div>8) pigments</div></div> <div>II</div> <div><div>1) widespread</div><div>2) outrageous</div><div>3) compound</div><div>4) daredevil</div><div>5) flutter</div><div>6) quintet</div><div>7) hysterical</div><div>8) reform</div><div>9) manipulate</div></div>
191	192
<div><div><div></div></div><div>False</div></div>	<div><div><div></div></div><div><div>(SAMPLE ANSWER)</div><div>Mrs. Woodlawn was happy to have her neighbors at her home because she loved to cook and entertain for large gatherings of people. She did not let her mind dwell on the danger from the Indians.</div></div></div>

193	194
<div><div></div><div>True</div></div>	<div><div></div><div><div>(SAMPLE ANSWER)</div><div>Caddie could be proud of Robert Ireton because he said that he (and/or the young men) would stay by the sides of the women and fight to the finish.</div></div></div>
195	196
<div><div></div><div><div><div>(Student answers in his or her own words.)</div><div>*Students are not required to predict what will happen next in the story accurately, although their answers should reflect knowledge of the characters and the situations presented. Punctuation, capitalization, and spelling mistakes should be marked as partial errors.</div></div></div></div>	<div><div></div><div><div>(SAMPLE ANSWER)</div><div>Caddie felt impatient with the people who had no faith in the Indians and wanted everyone to go home and forget the ugly rumor that had started in the tavern.</div></div></div>

197	198
<div><div><input type="checkbox"/></div><div>False</div></div>	<div><div><input type="checkbox"/></div><div>True</div></div>
199	200
<div><div><input type="checkbox"/></div><div>False</div></div>	<div><div><input type="checkbox"/></div><div>(Student answers in his or her own words.)</div></div>

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Reading

Answer Book FI

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